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ABSTRACT

Demographic data were compiled on incoming fall 1977 freshmen at Bronx Community College (BCC), including sex, age, ethnic group, veteran status, satisfaction with BCC curriculum, highest expected educational level, number living in household, parental education, total household income, counseling requests, marital status, employment status, and area of residency. Findings revealed: numbers of female students (59%) exceeded males (41%) in the exact proportion as in the two previous fall semesters; for the first time in the college's history, the hispanic population equalled the black population; the median age was 19.5, about 1.5 years greater than in fall 1976; only 3.5% were older than 26; one out of every two males was a veteran; there was a slight decrease in satisfaction with curriculum placements, 53% as opposed to 58% in fall 1976, although only 2% were dissatisfied; one out of three students spoke a language other than English at home as a child; 42% expected to earn a bachelor's, another 18% a master's, and 10% a doctoral or professional degree; 48% in 1977 as opposed to 38% in 1976 came from families with less than $5,000 yearly income; and financial aid and curriculum and career counseling continued to constitute the strongest areas of need. Forty-seven tables are included. (TR)

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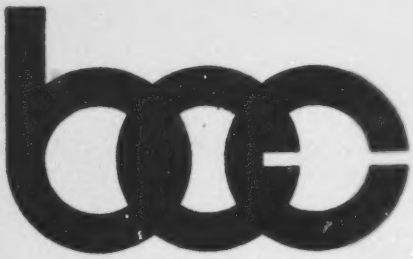

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BRONX COMMUNITY COLLEGE
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Research Report: BCC 3-77

A Demographic Profile of Incoming Matriculated Students, Fall, 1977

October, 1977

OFFICE OF INSTITUTIONAL RESEARCH

Dr. Norman Eagle, Director

JC 780 138

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Introduction

The need to know who our students are, and particularly what level of skills and what kinds of needs and problems they bring with them on entry to B.C.C., is basic to the formulation of programs and to the creation of supportive services for them.

Each Fall for the past six years the Office of Institutional Research has published an academic and scholastic readiness profile of incoming students, by curriculum group. In this way the College has been able to monitor the magnitude of the need for remedial efforts in reading, writing, and mathematics, and to establish a kind of "baseline" student input profile, against which college "output" may be gauged. For example, a comparison of "success" rates (credits earned, graduation rates, semesters in attendance, etc.) among the different units of C.U.N.Y. cannot be meaningfully interpreted unless comparative data are also available on these "student inputs".

But the description of our students would be incomplete if it were restricted to the cognitive realm. In fact recent studies, including a report completed by the B.C.C. Office of Institutional Research, have indicated that non-cognitive, non-scholastic, affective and demographic factors may be of considerable importance in predicting certain aspects of college "success". Therefore, if non-academic data are not collected on entering students, these data are unavailable either as control or independent variables, in the course of program evaluation. In addition, the Office of Institutional Research continually receives requests from proposal writers for statistics on student characteristics which are required for the completion of their applications. To satisfy these needs the Freshman Information Form (F.I.F.) was designed. It is now given routinely to every incoming class at the same time as placement examinations are given. However, while both Fall and Spring entering

classes fill in the forms, reports are issued only for the Fall classes. Data for Spring entering classes can be retrieved on request. The first Demographic Profile of Incoming Matriculated students was issued for the Fall, 1975 entering class, during the winter of 1975-76.

A reorganization of the data collection system has again enabled us to report on the marital and employment status of the incoming class. It will be seen, therefore, that the basic demographic data contained in this report, have been analyzed from four different perspectives: sex, ethnicity, veteran status, employment status.

While the sample size (around 1,400) constitutes a very large proportion of the total population of entering students (2,069), the question of representativeness is always important in any survey. In this study representativeness was explored by comparing the distributions of curriculum areas for both the sample and the total population of entering students. This comparison is made in Table 0.1, where it may be seen that the distributions are extremely close, reinforcing confidence in the generalizability of the findings.

A word of caution is indicated in judging differences between proportions reported in this document. It must be remembered that reliability of proportions and of the difference between proportions is a function of sample size. Differences between percents of 5% or less should not be given great weight, except at the very highest or very lowest percentile levels, and even greater differences based on small samples may not be reliable.

Summary of Tables and Charts

Sex

Table 1 shows that more females (59%) entered B.C.C. this Fall than males (41%), almost the exact proportions entering during the two previous Fall semesters. These proportions are also almost identical to the proportions for the class entering in the Fall of 1970, the first year of open admissions. In such curriculum areas as accounting, secretarial studies, retail business management, business administration, education associate, nursing, and liberal arts, females are in the majority. The proportion of black and Puerto Rican students within the female group is slightly higher than the proportion within the male group, probably reflecting the high proportion of ethnic group students in the Nursing program (Table 3).

Ethnic Group

For the first time in the history of the College the incoming hispanic population equals the incoming population of black students. This has been a definite trend since 1970. The data (Table 1) show that approximately 42% of the incoming class are black, while approximately 44% are hispanic. Only 10% of the incoming class is white. In the Fall of 1970 (first class entering under open admissions) the entering class consisted of 48% white, 34% black, and 14% hispanic. The 1%-2% of the incoming students who were of oriental background has diminished to only one tenth of one percent.

The strong representation of hispanic students in the 1977 entering class reflects the equal representation of blacks and Puerto Ricans in the Bronx population as a whole. U.S. census figures for 1975 show each group contributing exactly 27% to the total population of the borough.

The strong hispanic representation at the College may have important implications for the College program.

Age

The median age for the current entering class is 19½, which is about one and one half years higher than the median age of the Fall, 1976 class, but approximately equal to the median age of the Fall, 1975 entering class (Table 2).

Approximately equal proportions (20%-21%) of the two most recent entering Fall classes are older than 26. By contrast, in the Fall of 1970 (first open admissions class), the median age of the entering class was less than 19, and only 3½ percent were older than 26. It is clear, therefore, that recently admitted students are somewhat older than students admitted at the outset of open admissions. There is no significant difference in the age distributions within male and female groups, which is a little surprising since 13% of the males are veterans.

Veteran Status

In the Spring, 1975 semester one out of every two entering males was a veteran. Since then the proportion has dropped to one out of three in the Fall of 1975 and to just a little over one out of ten for the Fall, 1976 semester, where it appears to have stabilized (Table 1). As noted since 1975, the veteran group continues to show a significantly higher proportion of Puerto Rican students than is contained in the non-veteran group (Table 4). In the Fall of 1970 (first open admissions class), only 3.8%

of the entering students, and approximately 8% of the entering male students were veterans. It would appear, therefore, that veteran attendance is now in a definite decline from the peak reached approximately two years ago, and that the majority of the veteran group are of hispanic background.

Satisfaction with Curriculum at B.C.C.

There is a slight decrease since last year in the proportion of entering students claiming satisfaction with their B.C.C. curriculum placements. Fifty-eight percent of the Fall, 1976 entering students stated they are satisfied with their curriculae, compared with 53% in 1977 (Table 6). However, a large segment (44%) continues to say that it is "uncertain". Only 2% of the Fall 1977 class are dissatisfied with their curriculum placements. While there is very little difference in the rate of dissatisfaction between veterans and non veterans, veterans are more uncertain and less "satisfied" (Table 7). Of the three major ethnic groups: white, black, Puerto Rican and other Spanish surnamed students, the latter group continues to show a noticeably higher proportion of satisfied students, although there are no differences among these groups in the proportion "dissatisfied". Whites appear more "uncertain" than other groups (Table 8). No differences are observed between males and females (Table 6). Students working part time are distinctly less satisfied and more uncertain than students working full-time or not working at all (Table 9).

Primary Language Spoken in the Home as a Child

One out of three entering students continues to state that a language other than English was the primary language spoken at home as a child (Table 10). In the great majority of cases (25%) Spanish was the language spoken. Five percent of the students cite Italian as the primary language spoken in the home. There are also no significant sex differences. A somewhat lower proportion of veterans report English as the primary language in the home, as compared with non-veterans (Table 11). Most of the difference is accounted for by a higher rate of Spanish speaking veterans. Other languages which were primary in the homes of nearly one or more percent of the incoming students are Italian, French, Greek, Yiddish or Hebrew, and (presumably) Chinese. When employment-status groups are compared for distributions of primary home languages, the "not working, not looking for work" group shows a higher proportion of students coming from Spanish speaking homes, and a lower proportion from English speaking homes, than is present in the other employment groups (Table 12).

Highest Expected Educational Level

Students in the Fall, 1977 entering class show a somewhat lower proportion expecting to earn higher than 2 year degrees, than students of the Fall, 1976 class. Nevertheless, 42% of the entering class expect to earn a Bachelor's degree, in addition to 18% expecting to earn a minimum of a Master's degree, and 10% expecting to earn a doctorate or professional degree. A higher proportion of males than females continues to expect to earn a post-baccalaureate degree while, conversely, a higher proportion of females than males continues to limit expectations to a two-year degree (Table 13).

Higher proportions of black students continue to expect to earn post-baccalaureate degrees than white or hispanic students. This has been consistent over the past three years. Most of the difference is accounted for by aspirations for five year degrees (Table 14). Hispanic students generally show the lowest aspiration level of the 3 ethnic groups. After a reversal last year, veterans again show a higher level of expected higher degree achievement than non-veterans (Table 15). It may also be significant that students who are working, either full or part time, show a higher proportion of higher degree expectation than students who are not working (Table 16).

Households in which Student Live

This year's entering class reveals that 53% live with their parents, a decrease of 12% from the previous year (Table 17). A higher proportion of students are seen to have their own households or to live in someone else's household. Perhaps this is related to the somewhat higher average age of the current entering class. When the data on households are analyzed by sex, it is seen that a slightly higher proportion of females (39%) have their own household than males (30%), while a slightly higher proportion of males (14%) reside in someone else's household than females (8%). The tendency noted last year for higher proportions of blacks and veterans, to live in their own households as compared with white students or non-veterans, continues (Tables 18 and 19). The difference between veterans and non-veterans is especially marked, as it has been over the past few years. Perhaps somewhat paradoxical is the finding that students working full-time or not working and not looking for work, are more likely to have their own households than students working part time, or who have been unable to find work (Table 20).

Number of People Living in Students' Households

The distribution of the number of people with whom students live in their households has not changed since the Fall of 1975. During this period about one third of all studnets report living in households having five or more people (Table 21). No differences are seen between males and females, or among the three major ethnic groups (Tables 21 and 22). Veterans, however, continue to show smaller households than non-veterans, probably because more veterans are married or otherwise not living with parents and siblings (Table 23). Students working part time or who cannot find work, live in larger households than students working full-time or who are not working and not looking for work (Table 24).

Total Household Income

The distribution of household income of the students entering in the Fall of 1977 appears to have changed somewhat since 1975. Whereas 40% and 38% of the Fall, 1975 and 1976 classes, respectively, came from households earning less than $5,000, 48% of the Fall, 1977 households show a total income less than this amount (Table 25). This may reflect a deteriorating employment situation for young people in the Bronx and in the City. At the upper end of the income scale, the proportions of households in the three most recent entering classes earning $15,000 a year or more have remained constant at 8%, 10%, and 8%, respectively. Females continue to come from distinctly poorer households than males, a trend noted several years ago. Among the three major ethnic groups the difference continues to be very pronounced (Table 26), with hispanic households the poorest (50% below $5,000) and black households the next poorest (45% below $5,000),

as compared with white student households (41% below $5,000). The most spectacular increase in the proportion of households earning less than $5,000 since last year is seen among white students (22% to 41%) followed by an increase from 33% to 45% for black students. Whereas, veterans appeared to be in a slightly better financial situation than non veterans in 1975, last year's report indicated a reversal, and this reversal is again seen in the case of the current entering class, whose proportion of veteran households below $5,000 is seen to be 57% as compared with 40% for non-veteran households (Table 27). This difference may be related to the fact that veterans may be trying to manage their own households, while non-veterans may tend to live with their "higher earning power" parents. It is not surprising to find that employed students (full or part time), come from households showing higher incomes than the households of unemployed students (Table 28). However, students working part time show a higher proportion of households earning $20,000 or more than students working full time or not working.

Highest Educational Level Attained by Fathers

Twenty eight percent of the Fall, 1977 students report that the highest educational level attained by their fathers was that of elementary school graduate, a somewhat lower proportion than for two previous entering Fall classes (Table 29). Thus, a definite improvement in the educational level of fathers over the past few years is evidenced. Also, the Fall, 1977 class shows a slightly higher proportion of fathers with college experience, as compared with the previous two Fall entering classes.

Consistent with past findings that females come from economically and educationally more disadvantage homes than males, Table 29 reveals that females have fathers who attained lower educational levels than fathers of males. Clear differences continue to be seen among ethnic groups. Hispanic fathers show the highest proportion having no more than an elementary school education (38%), compared with 10% of black and white fathers (Table 30). The inverse order is evident at the upper educational level where 25% and 21% of white and black fathers, respectively, are seen to have had some college exprerience, compared with only 13% of hispanic fathers. Fathers of non-veterans show a moderate superiority in education over fathers of veterans (Table 31), a phenomenon not unrelated to the high proportion of hispanics in the veteran category. A higher proportion of fathers of students working full-time or unable to find work are seen to have had only an elementary school education, as compared with fathers of students working part time or not looking for work (Table 32).

Highest Educational Level Attained by Mothers

No differences are seen in educational levels attained by mothers and fathers of students entering this year, as was also true last year. Overall, the levels for both have improved over previous years. Essentially the same analysis may be made for mothers as has been made above for fathers, in relating eithnic group, veteran status and employment status to mothers' education (Tables 34-36).

Requests for Counselling

All classes entering in since the Fall of 1975 are seen to have nearly identical priorities in their requests for counselling services. Financial aid (42%) and curriculum and career counselling (27%) continue to constitute the two strongest areas of need, with no differences seen between male and female students (Table 37). Only 3% of the students indicate a need for medical-health counselling while another 3% are shown to have asked for counselling for "personal" reasons. Perhaps this does not suggest lack of need so much as a lack of awareness of need, or a reluctance to seek help in these areas. No differences among the ethnic groups are seen with respect to the degree of need (requests) for all areas of counselling, with the exception of curriculum-career counselling, where white students show a slightly higher degree of need than black and hispanic students (Table 38). Veterans and non-veterans continue to show no difference in the pattern of their counselling needs (Table 39). Employment status also has no relation to the pattern of counselling needs (Table 40).

Marital Status

Table 41 shows that 14 percent of the incoming class categorize themselves as married and another 9% as "other" than single or married (probably separated or divorced). This is a substantially higher proportion of non-single students than the average for U.S. community colleges in general, which in the Fall of 1976 was 3.1%.* No differences are seen among sex or ethnic groups (Tables 41, 42). However a significantly higher proportion

*Astin, A.A., King, M.R., and Richardson, G.T. "The American Freshman: National Norms for Fall 1976"., Graduate School of Education, University of California at Los Angeles, 1977, p 55.

of veterans and students employed full time are married than non-veterans or students employed part time or not at all (Tables 43, 44). Sixteen percent of the students who are unemployed and not looking for work classify themselves as "Other", suggesting that this group of students may have significant, social, personal, or family problems.

Employment Status

Table 45 indicates that a significantly higher proportion of males are working full or part time than females and, consequently, that a higher proportion of females than males are unemployed or not looking for work. There is no marked difference among ethnic groups in the proportion working full-time. However, when full and part time proportions are pooled, as in Table 46, white students (46%) show a higher employment rate than black or hispanic students (33%). Non veterans show a larger proportion of part time employment than veterans, while veterans looking for work seem to have more difficulty finding jobs than non-veterans looking for work (Table 47).

Student Residency

Approximately 99% of all incoming students live within the limits of New York City. Of New York City residents, the relative contribution by boroughs, to the three most recent Fall entering classes is as follows:

	1975	1976	1977
Bronx	65%	68%	72%
Manhattan	26%	23%	22%
Brooklyn	5%	5%	4%
Queens	4%	4%	3%
Staten Island	negligible	negligible	negligible

Zip code area concentrations of students are shown in Figure 1. It is evident that the highest concentrations of entering students have come from areas in the southwest Bronx closest to the College, with one area in the east Bronx also well represented. In fact, 31% of the entering class came from these five zip code areas. The East Harlem (hispanic) area of Manhattan which sent a significant proportion of students to the College in previous years is not as well represented in the current class. It may be seen from the Figure that there are several areas in the Bronx and upper Manhattan which could, conceivably, contribute more students to the college than they do now.

Table 0.1 Major Curriculum area agreement between Sample and Population, Fall 1977.

Curriculum*	Population N	%	Sample N	%
Accounting	167	(9.8)	118	(8.5)
Business Adm	145	(8.5)	125	(9.0)
Education Associate	72	(4.2)	69	(5.0)
Data Processing	109	(6.4)	88	(6.3)
Electrical Tech	98	(5.7)	83	(6.0)
Engineering Science	64	(3.7)	56	(4.0)
Secretarial (all)	184	(10.7)	179	(12.8)
Liberal Arts (all)	492	(28.7)	348	(25.0)
Mechanical Tech	18	(1.0)	20	(1.4)
Pre Nursing	272	(15.9)	228	(16.4)
Pre Pharmacy	26	(1.5)	28	(2.0)
Performing Arts & Music	34	(2.0)	27	(1.9)
Retail Business Man	32	(1.9)	25	(1.8)
	1713	(100.0)	1394	(100.1)

*Unknown curriculums have been ingnored

Table 1. Distribution of sex, veteran status, and ethnic group, within curriculae. (Table numbers, excepting N, are percents).

Curriculum	N	Sex		Males		Ethnic Groups						
		M	F	Vets	Non V	White	Black	P.R.	Other Sp.Sur.	Orient	A.I.	Other
Accounting	118	47	53	13	87	10	40	36	10	1	--	3
Secretarial	179	4	96	0	100	8	34	41	13	1	--	1
Data Processing	88	60	40	12	88	6	52	32	8	--	--	1
Ret. Bus. Management	25	44	56	10	90	8	48	20	16	4	--	4
Bus. Adm.	125	49	51	15	85	5	52	30	9	1	--	3
Ed. Associate	69	16	84	10	90	9	39	41	8	2	--	2
Elec. Tech.	83	96	4	9	91	11	49	24	13	3	--	1
Mech. Tech.	20	95	5	5	95	6	50	11	22	11	--	--
Pre-Nursing	228	9	91	5	95	14	48	28	4	1	--	5
Eng. Science	56	95	5	4	96	7	32	27	32	2	--	4
Pre-Pharmacy	28	57	43	13	87	4	24	48	16	--	--	8
Music and Perf. Arts	26	70	30	11	89	15	50	30	--	--	--	4
Non Science Liberal Arts	306	42	58	14	86	12	37	39	10	--	--	2
Liberal Arts & Sciences	42	67	33	21	79	11	45	26	13	3	--	3
Total* N	1418	576	842	63	513	136	565	448	142	17	2	35
p	#	41	59	11	89	10	42	33	11	1	--	3

*Total includes students in other or unidentifiable curriculae.

#proportions of ethnic groups based on a sum of 1345 responses

Table 2. Age distribution of Fall 1977 entering matriculated students. *

Age	Males			Females					
	N	P	cp	N	P	cp	N	P	cp
17	7	.02	.02	4	.01	.01	11	.01	.01
18	83	.26	.28	127	.30	.31	210	.28	.29
19	59	.18	.46	74	.17	.48	133	.18	.47
20	39	.12	.58	23	.05	.53	62	.08	.55
21	18	.06	.64	26	.06	.59	44	.06	.61
22	23	.07	.71	21	.05	.64	44	.06	.67
23	11	.03	.74	14	.03	.67	25	.03	.70
24	12	.04	.78	12	.03	.70	24	.03	.73
25	9	.03	.81	14	.03	. 73	23	.03	.76
26	9	.03	.84	15	.04	.77	24	.03	.79
27	3	.01	.85	10	.02	.79	13	.02	.81
28	7	.02	.87	15	.04	.83	22	.03	.84
29	7	.02	.89	5	.01	.84	12	.02	.86
30	5	.02	.91	6	.01	.85	11	.01	.87
31-35	16	.05	.96	32	.08	.93	48	.06	.93
36-40	11	.03	.99	9	.02	.95	20	.03	.96
41-50	2	.01	1.00	12	.03	.98	14	.02	.98
51-60	0	-	-	4	.01	.99	4	.01	.99
Over 60	1	.01	1.00	2	.01	-	3	-	-
Total	322			425			747		

* Distribution based on the availability of dates of birth of only 747 of all registered students in this sample, due to inadequate information from the University Application Processing Center.

Table 3. Ethnic distribution within sex groups.

Sex group	N	Ethnic Groups						
		White	Black	Puerto-rican	Other Spanish Surname	Oriental	American Indian	Othe
Male	545	60 (.11)	214 (.39)	171 (.31)	69 (.13)	13 (.02)	0 0	18 (.03)
Female	800	76 (.10)	351 (.44)	277 (.35)	73 (.09)	[illegible] (.01)	2 -	17 (.02)
Total	1345	136 (.17)	546 (.42)	448 (.33)	142 (.11)	17 (.01)	2 -	35 (.03)

Table 4. Ethnic distribution by veteran status.

Veteran Status (males)	N	Ethnic Groups						
		White	Black	Puerto-rican	Other Spanish Surname	Oriental	American Indian	Other
Veterans	60	6 (.10)	16 (.26)	32 (.53)	3 (.05)	- -	- -	3 (.05)
Non Vets	485	54 (.11)	198 (.41)	139 (.29)	66 (.14)	13 (.03)	- -	15 (.03)
Total	545	60 (.11)	214 (.39)	171 (.31)	69 (.13)	13 (.02)		18 (.03)

Table 5 . Ethnic distribution by employment status.

Employment Status	N	Ethnic group: White	Black	Puerto Rican	Other Spanish Surname	Oriental	American Indian	Other
Full Time	250	30 (12)	104 (42)	78 (31)	29 (12)	3 (1)	-	6 (2)
Part Time	194	36 (15)	74 (38)	52 (29)	21 (11)	3 (2)	-	9 (5)
Not working can't find job	635	43 (7)	300 (47)	213 (33)	57 (9)	8 (9)	2 (0)	12 (5)
Not working not looking	213	25 (12)	69 (32)	80 (38)	31 (15)	3 (1)	-	5 (2)
	1292	128 (10)	547 (42)	428 (33)	138 (11)	17 (1)	2 (0)	32 (2)

Table 6. Satisfaction with B.C.C. curriculum, by sex group.

Satisfaction with B.C.C. Curriculum

Sex Group	N	Dissatisfied	Uncertain	Satisfied
Male	529	12 (.02)	232 (.44)	285 (.54)
Female	748	19 (.02)	337 (.45)	392 (.52)
Total	1277	31 (.02)	569 (.44)	677 (.53)

Table 7. Satisfaction with B.C.C. curiculum, by veteran status.

Veterans Status (males)	N	Satisfaction with B.C.C. Curriculum		
		Dissatisfied	Uncertain	Satisfied
Veterans	56	2 (3)	27 (48)	27 (48)
Non-Veterans	473	10 (2)	205 (43)	258 (54)
Total	529	12 (2)	232 (44)	285 (54)

Table 8. Satisfaction with B.C.C. curriculum, by ethnic group.

Ethnic Group	N	Satisfaction with B.C.C. Curriculum		
		Dissatified	Uncertain	Satisfied
White	122	3 (2)	67 (55)	52 (43)
Black	507	15 (2)	228 (45)	264 (52)
Puerto Rican and other Spanish Surname	537	10 (2)	221 (45)	306 (57)
Total (exc. others)	1166	28 (2)	516 (44)	622 (53)

Table 9. Satisfaction with B.C.C. curriculum, by employment status

Satisfaction with B.C.C. curriculum

Employment Status	N	Dissatisfied	Uncertain	Satisfied
Full Time	229	4 (2)	106 (46)	119 (52)
Part Time	187	6 (3)	95 (51)	86 (46)
Not working can't find job	610	16 (3)	258 (42)	336 (55)
Not working not looking	203	4 (2)	90 (44)	109 (54)
Total	1229	30 (2)	549 (45)	650 (53)

Table 10. Primary language spoken in the home as a child, by sex group.

Sex group	N	Primary Language									
		English	Spanish	Italian	French	Hebrew or Yiddish	German	Slavic	Oriental	Greek	Other
Male	549	349	158	22	5	1	--	--	7	3	4
		(63)	(29)	(4)	(1)	--	--	--	(1)	(1)	(1)
Female	805	550	202	42	3	1	1	--	--	2	4
		(68)	(25)	(5)	(1)	--	--	--	--	(1)	(1)
Total	1354	899	360	64	8	2	1	--	7	5	8
		(66)	(26)	(5)	(1)	--	(1)	--	(1)	--	(1)

Table 11. Primary language spoken in the home as a child, by veteran status.

Veteran Status (males)	N	Primary Language: English	Spanish	Italian	French	Hebrew or Yiddish	German	Slavic	Oriental	Greek	Other
Veterans	56	31	19	4	1	---	---	---	1	---	---
		(55)	(34)	(7)	(2)	---	---	---	(2)	---	---
Non-veterans	493	318	139	18	4	1	---	---	7	2	4
		(64)	(28)	(4)	(1)	---	---	---	(1)	---	(1)
Total	549	349	158	22	5	1	---	---	7	3	4
		(64)	(29)	(4)	(1)	(-)	---	---	(1)	(1)	(1)

Table 12. Primary language spoken in the home as a child, by employment status.

Employment Status	N	Primary language: English	Spanish	Italian	Others
Full time	253	175 (.69)	57 (.23)	15 (.06)	6 (.02)
Part time	196	125 (.64)	54 (.28)	10 (.05)	7 (.04)
Not working Can't find job	637	445 (.70)	155 (.24)	25 (.04)	12 (.02)
Not working Not looking	209	113 (.54)	76 (.36)	14 (.07)	6 (.03)
Total	1295	858 (.66)	342 (.26)	64 (.05)	31 (.02)

Table 13. Highest educational level expected, by sex group.

Sex Group	N	Highest Educational Level: 1 Year or less of college	2 Year degree	4 Year degree	5 Year degree	Doctorate or Professional degree
Male	560	16 (.02)	124 (.22)	249 (.44)	105 (.19)	71 (.13)
Female	808	8 (.01)	274 (.34)	323 (.40)	139 (.17)	64 (.08)
Total	1368	19 (.01)	398 (.29)	572 (.42)	244 (.18)	135 (.10)

Table 14. Highest educational level expected, by ethnic group.

Ethnic Group	N	Highest Educational Level: 1 Year or less of college	2 Year degree	4 Year degree	5 Year degree	Doctorate of Professional degree
White	131	0 -	40 (.30)	59 (.45)	24 (.18)	8 (.06)
Black	551	6 (.01)	124 (.22)	246 (.45)	118 (.21)	59 (.12)
Puerto Rican and other Spanish Surname	566	9 (.02)	215 (.38)	213 (.38)	76 (.13)	53 (.09)
Others	51					
Total (exec others)	1248	15 (.01)	379 (.30)	518 (.41)	218 (.17)	118 (.09)

Table 15. Highest educational level expected, by veteran status.

Veteran Status (males)	N	Highest Educational Level: 1 year or less of college	2 year degree	4 year degree	5 year degree	Doctorate or Professional degree
Veteran	62	1 (.02)	9 (.14)	29 (.47)	12 (.19)	11 (.18)
Non Veteran	498	10 (.02)	115 (.23)	220 (.44)	93 (.19)	60 (.12)
Total	560	11 (.02)	124 (.22)	249 (.44)	105 (.19)	71 (.13)

Table 16. Highest education level expected, by employment status.

Employment Status	N	Highest Educational Level: 1 year or less of college	2 year degree	4 year degree	5 year degree	Doctorate or Professional degree
Full Time	255	8 (3)	57 (22)	101 (40)	64 (25)	25 (10)
Part Time	198	2 (1)	51 (26)	81 (41)	37 (19)	27 (12)
Not working can't find job	644	9 (1)	191 (30)	278 (43)	101 (16)	65 (10)
Not working Not looking	212	0	82 (39)	83 (39)	31 (15)	16 (8)
	1309	19 (1)	381 (29)	543 (41)	233 (18)	133 (10)

Table 17. Households in which students live, by sex group.

Sex Group	N	Nature of Household: Your parent's household	Your own household	Someone else's household
Male	565	313 (.55)	171 (.30)	81 (.14)
Female	833	435 (.52)	328 (.39)	70 (.08)
Total	1398	748 (.53)	499 (.36)	151 (.11)

Table 18. Households in which students live, by ethnic group.

Ethnic Group	N	Nature of Household: Parents' household	Own household	Someone else's household
White	135	80 (.59)	48 (.35)	7 (.05)
Black	558	285 (.51)	219 (.39)	54 (.10)
Puerto Rican and other Spanish Surname	582	331 (.57)	183 (.31)	68 (.12)
Others				
Total	1275	696 (.54)	450 (.35)	129 (.10)

Table 19. Households in which students live, by veteran status.

Veteran Status (males)	N	Nature of Household: Your parents' household	Your own household	Someone else's household
Veteran	62	12 (.19)	40 (.64)	10 (.16)
Non-Veteran	503	301 (.60)	131 (.26)	71 (.14)
Total	565	313 (.55)	171 (.30)	81 (.14)

Table 20. Households in which students live, by employment status.

Employment Status	N	Nature of Household: Your Parents household	Your own household	Someone else's household
Full Time	259	69 (27)	162 (63)	28 (11)
Part Time	201	120 (60)	45 (22)	36 (18)
Not working can't find job	657	421 (64)	179 (27)	57 (9)
Not working Not looking	215	107 (50)	86 (40)	(22) (10)
Total:	1332	717 (54)	472 (35)	143 (11)

Table 21. Number of people living in household, by sex group.

Sex Group	N	Number of People									
		1	2	3	4	5	6	7	8	9	More than 9
Male	552	65 (.12)	67 (.12)	112 (.20)	117 (.21)	82 (.15)	53 (.10)	24 (.04)	20 (.04)	6 (.01)	6 (.01)
Female	806	44 (.05)	147 (.18)	192 (.24)	152 (.19)	116 (.14)	67 (.08)	43 (.05)	22 (.03)	13 (.02)	10 (.01)
Total	1358	109 (.08)	214 (.16)	304 (.22)	269 (.20)	198 (.14)	120 (.09)	67 (.05)	42 (.03)	19 (.01)	16 (.01)

Table 22. Number of people living in household, by ethnic group.

Ethnic Group	N	Number of People									
		1	2	3	4	5	6	7	8	9	More than
White	133	12 (9)	20 (15)	30 (23)	23 (17)	18 (13)	21 (16)	2 (1)	2 (1)	2 (1)	3 (2)
Black	545	48 (9)	85 (15)	126 (23)	109 (20)	71 (13)	42 (8)	24 (4)	23 (4)	9 (2)	8 (1)
Puerto Rican and other Spanish Surname	567	36 (6)	91 (16)	123 (22)	115 (20)	97 (17)	47 (8)	35 (6)	13 (2)	6 (1)	4 (1)
Others	51	-	-	-	-	-	-	-	-	-	-
Total:	1245	96 (8)	196 (16)	279 (22)	247 (20)	186 (15)	110 (9)	61 (5)	38 (3)	17 (1)	15 (1)

(exc Others)

Table 23. Number of people living in household, by veteran status.

Veteran Status (males)	N	Number of People 1	2	3	4	5	6	7	8	9	More than
Veterans	60	16 (27)	8 (13)	19 (32)	8 (13)	5 (8)	2 (3)	1 (2)	1 (2)	- -	- -
Non-Veterans	492	49 (10)	59 (12)	93 (19)	109 (22)	77 (16)	51 (10)	23 (5)	19 (4)	6 (1)	6 (1)
Total	552	65 (12)	67 (12)	112 (20)	117 (21)	82 (15)	53 (10)	24 (4)	20 (4)	6 (1)	6 (1)

Table 24. Number of people living in household, by employment.

Employment Status	N	Number of people 1	2	3	4	5	6	7	8	9	More than 9
Full Time	250	30 (12)	47 (19)	65 (26)	51 (20)	24 (10)	22 (9)	4 (2)	4 (2)	0 ---	3 (1)
Part Time	196	16 (8)	14 (7)	40 (20)	48 (24)	34 (17)	24 (12)	11 (6)	6 (3)	2 (1)	1 (1)
Not working can't find job.	639	46 (7)	111 (17)	125 (20)	112 (18)	106 (17)	50 (8)	44 (7)	23 (4)	13 (2)	9 (1)
Not working not looking	213	12 (6)	35 (16)	56 (26)	49 (23)	24 (11)	20 (9)	4 (2)	7 (3)	4 (2)	2 (1)
Total	1298	104 (8)	207 (16)	286 (22)	260 (20)	188 (14)	116 (9)	63 (5)	40 (3)	19 (1)	15 (1)

Table 25. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household, by sex group.

		Total Income								
Sex Group	N	Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
Male	421	129 (31)	49 (12)	71 (17)	60 (14)	46 (11)	24 (6)	16 (4)	15 (3)	11 (3)
Female	643	224 (35)	106 (16)	103 (16)	86 (13)	52 (8)	24 (4)	21 (3)	17 (3)	10 (1)
Total:	1064	353 (33)	155 (15)	174 (16)	146 (14)	98 (9)	48 (4)	37 (3)	32 (3)	21 (2)

Table 26. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household, by ethnic group.

Ethnic Group	N	Total Income: Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
White	100	26 (26)	15 (15)	13 (13)	8 (8)	9 (9)	5 (5)	7 (7)	9 (9)	8 (8)
Black	430	137 (31)	59 (14)	67 (16)	69 (16)	38 (09)	22 (05)	19 (04)	11 (02)	8 (02)
Puerto Rican and other Spanish Surname	451	156 (34)	71 (16)	80 (18)	58 (13)	42 (09)	21 (05)	10 (02)	9 (02)	4 (01)
Other	39									
Total (exc Others)	981	319 (32)	145 (15)	160 (16)	135 (14)	89 (09)	48 (05)	36 (04)	29 (03)	20 (02)

Table 27. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household, by veteran status.

Veteran Status (males)	N	Total Income: Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
Veterans	52	21 (.40)	9 (.17)	5 (.10)	8 (.15)	1 (.02)	2 (.04)	1 (.02)	2 (.04)	3 (.06)
Non-Veterans	369	108 (.29)	40 (.11)	66 (.18)	52 (.14)	45 (.12)	22 (.06)	15 (.04)	13 (.03)	8 (.02)
Total	421	129 (.31)	49 (.12)	71 (.17)	60 (.14)	46 (.11)	24 (.06)	16 (.04)	15 (.03)	11 (.03)

Table 28. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household, by employment status.

Total Income

Employment status	N	Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
Full Time	219	34 (16)	18 (8)	37 (17)	46 (21)	32 (15)	21 (10)	12 (5)	11 (5)	8 (4)
Part Time	146	47 (32)	20 (14)	20 (14)	22 (15)	14 (10)	8 (5)	5 (3)	6 (4)	4 (12)
Not working can't find job.	492	200 (41)	81 (16)	76 (15)	53 (11)	35 (7)	15 (3)	14 (3)	12 (2)	6 (1)
Not working not looking	171	58 (34)	31 (18)	33 (19)	20 (12)	14 (8)	3 (2)	6 (4)	3 (2)	3 (2)
Total	1028	339 (33)	150 (15)	166 (16)	141 (14)	95 (9)	47 (5)	37 (4)	32 (3)	21 (2)

Table 29. Fathers' highest educational level attained, by sex group.

Sex Group	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Male	447	43 (.10)	76 (.17)	105 (.23)	133 (.30)	56 (.12)	34 (.08)
Female	646	69 (.11)	125 (.19)	161 (.25)	186 (.29)	78 (.12)	27 (.04)
Total	1093	112 (.10)	201 (.18)	266 (.24)	319 (.29)	134 (.12)	61 (.06)

Table 30. Fathers' highest educational level attained, by ethnic group.

Ethnic Group	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High School graduate	Some college	College graduate
White	109	8 (.07)	13 (.12)	21 (.19)	41 (.38)	14 (.13)	12 (.12)
Black	426	21 (.05)	59 (.14)	107 (.25)	148 (.35)	62 (.14)	29 (.07)
Puerto Rican or other Spanish Surname	473	73 (.15)	109 (.23)	118 (.25)	112 (.24)	47 (.10)	14 (.03)
Other	44						
Total (exec other)	1008	102 (.10)	181 (.18)	246 (.24)	301 (.30)	123 (.12)	55 (.05)

Table 31. Fathers' highest educational level attained, by veteran status.

Veteran Status (males)	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Veterans	49	6 (.12)	11 (.22)	12 (.24)	11 (.22)	7 (.14)	2 (.04)
Non-Veterans	398	37 (.09)	65 (.16)	93 (.23)	122 (.31)	49 (.12)	32 (.08)
Total	447	43 (.10)	76 (.17)	105 (.23)	133 (.30)	56 (.13)	34 (.08)

Table 32. Fathers' highest educational level attained, by employment status.

Employment Status	N	Highest Educational level: Not an elem school graduate	Elem school graduate	Some high school	High school graduate	Some college	College graduate
Full Time	212	20 (9)	46 (22)	55 (26)	53 (25)	29 (14)	9 (4)
Part Time	163	17 (10)	22 (13)	36 (22)	52 (32)	25 (15)	11 (7)
Not working can't find job	513	47 (9)	89 (17)	126 (25)	164 (32)	60 (12)	27 (5)
Not working Not looking	166	21 (13)	33 (20)	37 (22)	44 (27)	18 (11)	13 (8)
Total:	1054	105 (10)	190 (18)	254 (24)	313 (30)	132 (13)	60 (6)

Table 33. Mothers' highest educational level attained, by sex group.

Sex Group	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Male	469	49 (.10)	73 (.16)	105 (.22)	150 (.32)	57 (.12)	35 (.07)
Female	721	82 (.11)	116 (.16)	175 (.24)	213 (.30)	103 (.14)	32 (.04)
Total	1190	131 (.11)	189 (.16)	280 (.24)	363 (.31)	160 (.13)	67 (.06)

Table 34. Mothers' highest educational level attained, by ethnic group.

Ethnic Group	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
White	114	7 (.06)	11 (.10)	27 (.24)	42 (.36)	19 (.17)	8 (.07)
Black	470	19 (.04)	45 (.10)	119 (.25)	169 (.36)	82 (.17)	36 (.08)
Puerto Rican or other Spanish Surname	512	92 (.18)	113 (.22)	113 (.22)	131 (.26)	48 (.09)	15 (.03)
Other	46						
Total	1096	118 (.11)	169 (.15)	259 (.24)	342 (.31)	149 (.14)	59 (.05)

Table 35. Mothers' highest educational level attained, by veteran status.

Veteran Status (males)	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Veterans	56	7 (.13)	11 (.20)	14 (.25)	13 (.23)	8 (.14)	3 (.05)
Non-Veterans	413	42 (.10)	62 (.15)	91 (.22)	137 (.33)	49 (.12)	32 (.08)
Total	469	49 (.10)	73 (.16)	105 (.22)	150 (.32)	57 (.12)	35 (.07)

Table 36. Mother's highest educational level attained, by employment status.

Employment Status	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Full Time	225	23 (10)	54 (24)	49 (22)	64 (28)	27 (12)	8 (4)
Part Time	177	19 (11)	23 (13)	39 (22)	63 (36)	23 (13)	10 (6)
Not working can't find job.	556	59 (11)	73 (14)	135 (24)	178 (32)	79 (14)	32 (6)
Not working not looking	185	22 (12)	29 (17)	47 (25)	48 (26)	22 (22)	17 (9)
Total	1143	123 (11)	179 (16)	270 (24)	353 (31)	151 (13)	67 (6)

Table 37. Counselling requested, by sex group.

Sex Group	N	Areas of Counselling					
		Financial Aid	Academic Aid	Curriculum or Career	Medical-Health	Personal	Other
Male	945*	386 (.41)	157 (.17)	246 (.26)	33 (.03)	49 (.05)	74 (.08)
Female	1465*	624 (.43)	229 (.16)	393 (.27)	52 (.04)	80 (.05)	87 (.06)
Total	2410*	1010 (.42)	386 (.16)	639 (.27)	85 (.03)	129 (.03)	161 (.07)

*Multiple responses permitted.

Table 38. Counselling requested, by ethnic group.

Ethnic Group	N	Areas of Counselling: Financial Aid	Academic Aid	Curriculum or Career	Medical Health	Personal	Other
White	192*	76 (.40)	24 (.13)	72 (.38)	2 -	10 (.05)	8 (.04)
Black	971*	418 (.43)	151 (.16)	261 (.27)	32 (.03)	52 (.05)	57 (.05)
Puerto Rican and other Spanish Surname	1012*	431 (.43)	170 (.17)	249 (.25)	34 (.03)	54 (.05)	74 (.07)
Other	97*						
Total	2175*	925 (.43)	345 (.16)	582 (.27)	68 (.03)	116 (.05)	139 (.06)

*Multiple responses permitted

Table 39. Counselling requested, by veteran status.

Veteran Status (males)	N	Areas of Counselling: Financial Aid	Academic Aid	Curriculum or Career	Medical-Health	Personal	Other
Veterans	167*	47 (.44)	16 (.15)	29 (.27)	2 (.02)	7 (.07)	6 (.06)
Non-Veterans	838 *	339 (.40)	141 (.17)	217 (.26)	31 (.04)	42 (.05)	68 (.08)
Total	945 *	386 (.41)	157 (.17)	246 (.03)	33 (.03)	49 (.05)	74 (.08)

*Multiple responses permitted

Table 40. Counselling requested, by employment status,

Areas & Counselling

Employment Status	N	Financial Aid	Academic Aid	Cirriculum or Career	Medical-Health	Personal	Other
Full Time	443 *	181 (.41)	76 (.17)	114 (.26)	12 (.3)	25 (.6)	35 (.8)
Part Time	336 *	141 (.42)	51 (.15)	102 (.30)	10 (.3)	14 (.4)	18 (.5)
Not Working Can't find job	1148 *	483 (.42)	184 (.16)	294 (.26)	42 (.4)	68 (.6)	77 (.7)
Not working Not looking	364 *	155 (.43)	57 (.16)	101 (.28)	12 (.3)	18 (.5)	21 (.6)
	2291 *	960 (.42)	368 (.16)	611 (.27)	76 (.3)	125 (.5)	151 (.7)

*Multiple responses permitted

Table 41. Martial Status by sex.

Sex	N	Martial Status: Married	Single	Other
Males	568	86 (.15)	458 (.81)	24 (.4)
Females	827	109 (.13)	618 (.75)	100 (.12)
TOTAL	1395	195 (.14)	1076 (.77)	124 (.9)

Table 42. Marital Status by ethnic group.

Ethnic group	N	Marital Status		
		Married	Single	Other
White	136	15 (11)	108 (79)	13 (10)
Black	570	85 (15)	426 (75)	49 (9)
Puerto Rican and other Spanish surname	582	76 (13)	450 (77)	56 (10)
Others	---	---	---	---
Total (exc. others)	1278	176 (14)	984 (77)	118 (9)

Table 43. Marital Status by Veteran status.

Veterans Status	N	Marital Status: Married	Single	Other
Veterans	63	23 (37)	36 (57)	4 (6)
Non Veteran	505	63 (12)	422 (84)	20 (4)
Total	568	86 (15)	548 (81)	24 (4)

Table 44. Marital Status by Employment Status.

Employment Status	N	Marital Status: Married	Single	Other
Full Time	259	78 (30)	153 (59)	28 (11)
Part Time	202	20 (10)	168 (83)	14 (7)
Not working (can't find job)	662	67 (10)	553 (84)	42 (6)
Not working (not looking)	214	25 (12)	155 (72)	34 (16)
Total:	1337	190 (14)	1029 (77)	118 (9)

Table 45. Employment status by sex.

Sex	N	Employment status: Working Full time	Working Part time	Not working Can't find job	Not working Not looking
Male	557	127 (.23)	107 (.19)	259 (.46)	64 (.11)
Female	791	135 (.17)	96 (.12)	407 (.51)	153 (.19)
Total	1348	262 (.19)	203 (.15)	666 (.49)	217 (.16)

Table 46. Employment status of ethnic group.

Ethnic Group	N	Employment Status: Employed Full time	Employed Part time	Not employed Can't find Job	Not employed Not looking
White	128	30 (.23)	30 (.23)	43 (.34)	25 (.20)
Black	547	104 (.19)	74 (.14)	300 (.55)	69 (.13)
Puerto Rican and other Spanish Surname	566	107 (.19)	78 (.14)	270 (.48)	111 (.20)
Other					
Total (exec other)	1241	241 (.20)	182 (.15)	613 (.49)	205 (.17)

Table 47. Employment status of veteran status.

Veteran Status	N	Employment Status: Employed Full time	Employed Part time	Unemployed Can't find job	Unemployed Not looking
Veterans	62	17 (.27)	5 (.08)	35 (.56)	5 (.08)
Non Veterans	495	110 (.22)	102 (.21)	224 (.45)	59 (.12)
Total	557	127 (.23)	107 (.19)	259 (.46)	64 (.11)

UNIVERSITY OF CALIF.
LOS ANGELES

APR 7 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

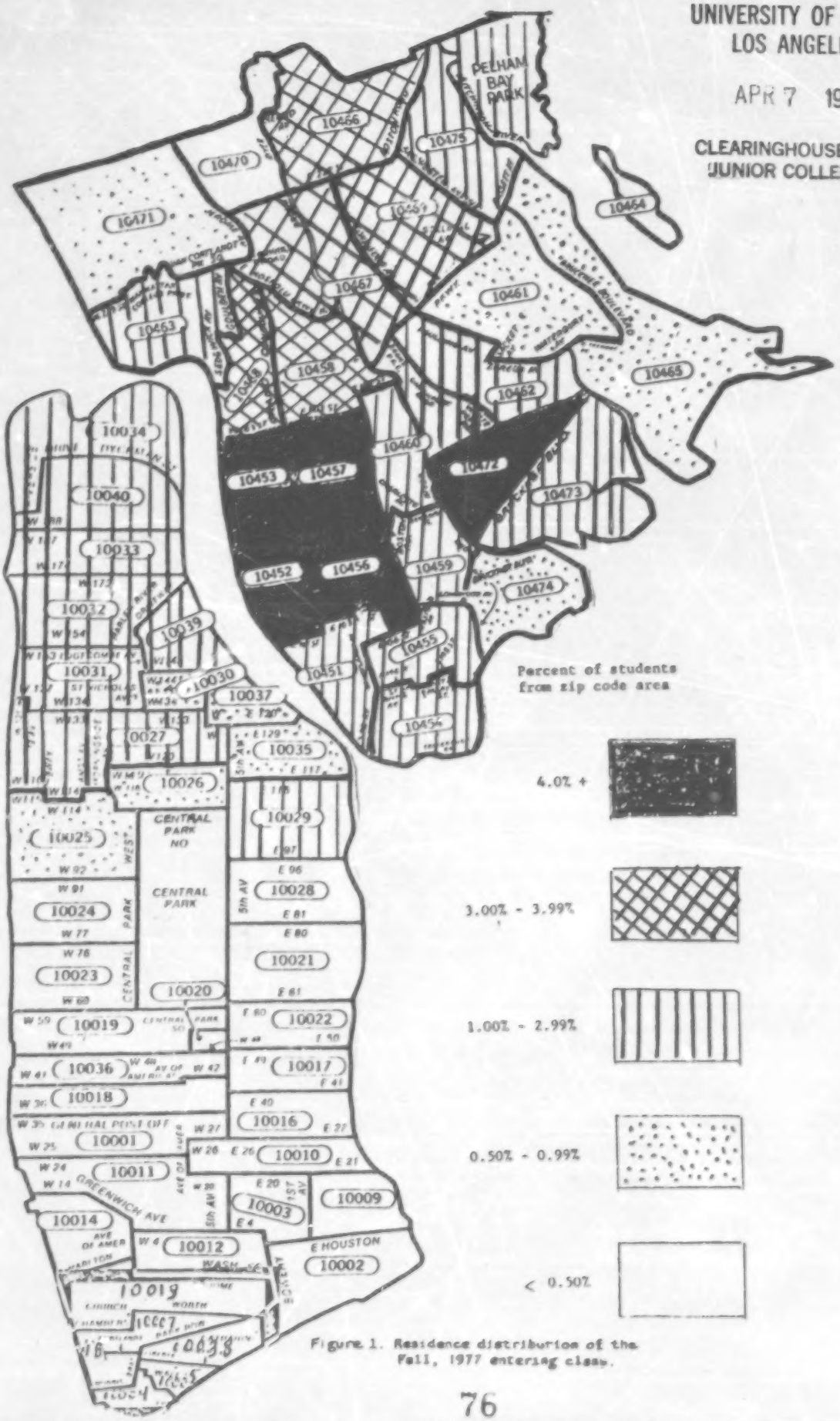

Figure 1. Residence distribution of the Fall, 1977 entering class.